Teacher Questionnaire
2003-2004

This questionnaire is for all teachers in the school. We are interested in learning about teachers’ work both in and out of the classroom and their involvement in school improvement efforts.

Your responses are voluntary and confidential. If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual teachers or their schools will be identified in any published reports.

The Study of Instructional Improvement
Institute for Social Research
University of Michigan
426 Thompson Street - EP Room 314
Ann Arbor, MI 48106-1248

If you have any questions, please feel free to call our toll-free number at: 1-877-397-2374

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Marking Instructions

Please use a No. 2 pencil only

Erase unwanted marks completely

Correct Marks: 

Make no stray marks

Incorrect Marks: 

Mark only one response to a question, unless other directions are given

Place barcode label here

This page was intentionally left blank.
1. Please indicate the extent to which you agree or disagree with the following statements about the school in which you work. Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school respect colleagues who are expert in their craft</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers in this school trust each other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers in this school really care about each other</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers respect other teachers who take the lead in school improvement efforts</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Many teachers openly express their professional views at faculty meetings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers in this school are willing to question one another's views on issues of teaching and learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>We do a good job of talking through views, opinions, and values</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers are expected to continually learn and seek out new ideas in this school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers are encouraged to experiment in their classrooms in this school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers are encouraged to take risks in order to improve their teaching</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers in this school expect students to complete every assignment</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers in this school encourage students to keep trying even when the work is challenging</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers in this school set high expectations for academic work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Teachers in this school think it's important that all students do well in their classes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

2. How many teachers in this school:
Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Task</th>
<th>None</th>
<th>Less than half</th>
<th>About half</th>
<th>Most</th>
<th>Nearly All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take responsibility for helping one another do well</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Help maintain positive student behavior in the entire school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Take responsibility for improving the overall quality of teaching in the school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
<td></td>
</tr>
</tbody>
</table>
3. Please indicate the extent to which you agree or disagree with the following statements. Mark (X) EACH item.

| Policies about how I should teach are often contradictory |
| I often have difficulty choosing what to do in my classroom out of all the options I hear about |
| Out of all the information about teaching I receive, I am often unsure about how to prioritize things |
| Overall, the instructional policies I am supposed to follow in my classroom seem inconsistent |

4. Please indicate the extent to which you agree or disagree with the following statements. Mark (X) EACH item.

| I have detailed knowledge of the content covered and instructional methods used by other teachers at this school |
| When I begin working with a new group of students, I have detailed knowledge of what those students learned previously |
| It's easy for other teachers in this school to know what students learned in my class |
| I frequently plan and coordinate instruction with my students' other teachers |
| In this school, teachers who work with students at the same achievement level use similar methods and cover the same content |
| Students at this school are expected to master the content they are working on before moving to new topics |

5. Please estimate the percentage of students in your classes who are: Mark (X) EACH item.

| Limited English Proficient (LEP) or use English as a Second Language (ESL) |
| Severely emotionally impaired or behaviorally disordered |
| Learning Disabled or Mentally Impaired |

6. About how many undergraduate or graduate level classes have you taken at a college or university in the following areas? Mark (X) EACH item.

| English or a related language arts field |
| Methods of teaching reading, English, and/or language arts |
| Mathematics |
| Methods of teaching mathematics |

67. Over the past 5 years, about how many days of non-university based professional development programming have you had that covered curriculum, assessment, teaching, strategies, and ways students learn in the field of:

Mark (X) EACH item.

| Reading/language arts |
| Mathematics |

Thank you for taking the time to complete this questionnaire. We greatly appreciate your contribution to the study.

If there is anything else you would like to tell us about this study, or about your work in this school, please enter your comments here.

Comments: ____________________________

______________________________

______________________________

______________________________
62. How many years have you worked as a teacher? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

63. How many years have you taught at THIS school? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

64. What was your undergraduate major field of study? Mark (X) ONE box.

☐ Do not have an undergraduate degree
☐ Education
☐ English
☐ Social or Behavioral Sciences (economics, history, sociology, psychology)
☐ Foreign Language
☐ Mathematics
☐ Natural/Physical Sciences
☐ Other (please specify) __________________________

65. What was your major field of study for your highest graduate degree? (For example, masters degree or Ph.D.) Mark (X) ONE box.

☐ Do not have a graduate degree
☐ Education
☐ English
☐ Social or Behavioral Sciences (economics, history, sociology, psychology)
☐ Foreign Language
☐ Mathematics
☐ Natural/Physical Sciences
☐ Other (please specify) __________________________

66. What type of teaching certification do you hold from the state you teach? Mark (X) ALL that apply.

☐ Permanent or standard certification
☐ Probationary certification
☐ Temporary, provisional, or emergency certification
☐ Alternative certification
☐ Not certified

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This section asks a number of questions about your teaching of reading/language arts and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your “target reading class.” In order to determine your target reading class, please answer the three questions below.

Even if you taught reading/language arts to multiple groups of students this year, please refer only to your target reading class when answering this section.

6. Do you teach reading as part of your assignment? Mark (X) ONE box.

☐ Yes - Continue with the questions in this “Reading/Language Arts Instruction” section
☐ No - Skip to the “Mathematics Instruction” section question 27 on page 12

7a. Did you teach reading to more than one group of students each day (for example, you are a reading specialist)?

☐ Yes
☐ No - Go to 7b.

7b. Did you teach reading to several different groups of students who were periodically reassigned to a different reading teacher throughout this year?

☐ Yes
☐ No - Go to 7c.

7c. Did you teach reading to only one class of students this year (e.g., you taught reading to a self-contained classroom)?

☐ Yes
☐ No - Choose one class as your target reading class. Go to Question 8

This section begins at Question 8 and consists of two parts.

8. How many students are in your target reading class?

Print number of students in the boxes.

☐ Students

9. How are the students in your target reading class assigned to you?

☐ All of the students in my reading class come from my self-contained classroom
☐ The students in my reading class come from two or more classrooms of the same grade in this school
☐ The students in my reading class come from two or more classrooms at different grade levels in this school

10. How often does the group of students to whom you teach reading change?

☐ I teach the same group of students for more than one academic year
☐ I teach the same group of students for an entire school year
☐ The group of students I teach changes one or two times during the school year
☐ The group of students I teach changes every six to eight weeks
☐ The group of students I teach changes once or twice a month
11. What is the grade level of the majority of the students in your target reading class? Mark (X) ONE box.

- Pre-K
- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

12. How does the reading comprehension performance of your target reading class compare to the national average of students in the grade you checked in question 11? Mark (X) ONE box.

- It is well below the national average
- It is slightly below the national average
- It is close to the national average
- It is slightly above the national average
- It is well above the national average

13. To what extent do you agree or disagree with the following statements about your target reading class? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the students in my target reading class can learn what I am supposed to teach them</td>
<td></td>
<td></td>
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<tr>
<td>By trying different methods, I can significantly affect my students’ achievement level</td>
<td></td>
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<tr>
<td>I feel a great deal of satisfaction when students in my target reading class learn what I am supposed to teach them</td>
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<td></td>
</tr>
</tbody>
</table>

14. On a typical day, how many minutes do you teach reading/language arts to your target reading class? Print number of minutes in the boxes.

[ ] [ ] Minutes

15. When teaching your target reading class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.

- Rarely or never
- A few times a month
- A few times a week
- Every day

| Whole class grouping (e.g., all students are taught the same thing at the same time) |   |   |   |   |
| Ability or achievement grouping (e.g., the most proficient readers are in one group, the next most proficient are in a second group, and the rest are in a third group) |   |   |   |   |
| Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.) |   |   |   |   |
| Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest) |   |   |   |   |

Your Background

58. Are you: Mark (X) ONE box.

- Female
- Male

59. Are you: Mark (X) ONE box.

- Hispanic, regardless of race
- Black, not of Hispanic origin
- White, not of Hispanic origin
- Asian or Pacific Islander
- American Indian or Alaskan Native
- Biracial/Multiethnic
- Other (please specify)

60. Which best describes your employment status in this school system? Mark (X) ONE box.

- Regular full-time teaching appointment
- Regular part-time teaching appointment
- Permanent substitute teaching appointment
- Other (please specify)

61. Which best describes your MAIN teaching assignment? Mark (X) ONE box.

- Self-contained classroom teacher (i.e., you teach all core subjects: math, reading, language arts, science, social studies, etc.)
- Specialist teacher
  Mark below your primary subject area assignment this year. Mark (X) ONE box.
  - English as a Second Language
  - Fine Arts (Art, Music, Drama, etc.)
  - Language Arts
  - Mathematics
  - Physical Education
  - Reading Specialist
  - Science
  - Special Education
  - Social Studies, History, Government
  - Speech, Communication
  - Writing Specialist
  - Other (please specify)
56. This school year, how often did the following things occur? Mark (X) EACH item.

- I watched an instructional leader (e.g., coach, coordinator, or facilitator) model instruction
- An instructional leader observed me teach and gave me feedback about improving my teaching techniques
- An instructional leader (e.g., coach, coordinator, or facilitator) observed me teach and gave me feedback about my use of curriculum materials
- An instructional leader studied my students’ work and commented on ways I could improve their learning of subject matter

57. To what extent do you agree or disagree with the following statements about your learning experiences this year? Please consider both formal (e.g., staff development) and informal (e.g., conferring with a colleague) learning experiences. Mark (X) EACH item.

- My learning experiences this year...
  - Gave me many opportunities to work on aspects of my teaching that I am trying to develop
  - Provided me with knowledge or information that is very useful to me in the classroom
  - Were coherently related to each other
  - Allowed me to focus on a problem over an extended period of time
  - Focused on too many topics
  - Provided me with useful feedback about my teaching
  - Made me pay closer attention to particular things I was doing in the classroom
  - Led me to seek out additional information from other teachers, an instructional leader, or some other source
  - Led me to think about an aspect of my teaching in a new way
  - Led me to try new things in the classroom

16. How often were the following topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

- Word Analysis (e.g., decoding, word families, context cues, sight words)
- Reading fluency (e.g., repeated readings, guided oral reading)
- Listening Comprehension
- Grammar
- Written composition (e.g., writing sentences, paragraphs, stories)

17. How often were the following topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

- Using phonics-based or letter-sound relationships to read words in sentences
- Using context, pictures, and/or sentence meaning and structure to read words
- Sound blending
- Sound segmenting such as writing the individual sounds students hear in words
- Common sight word recognition

This questionnaire is designed to measure instruction across all elementary school grades. Therefore, some of the questions that ask about instruction in the next section may not apply to the grade you teach. The questions in this section contain a “Never” category which allows you to indicate that a particular teaching practice or classroom activity does not apply to your situation.
18. How often were the following comprehension topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Mark (X) EACH item.</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-2 times per month</th>
<th>1-3 times per month</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activating prior knowledge or making personal connections to text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students generating their own questions</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing important or critical details</td>
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<tr>
<td>Analyzing or evaluating text</td>
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<tr>
<td>Examining literary techniques</td>
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<tr>
<td>Identifying the author's purpose</td>
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<td></td>
</tr>
<tr>
<td>Using concept maps, story maps, or text structure frames</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Answering questions that have answers directly stated in the text</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Answering questions that require inferences</td>
<td></td>
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</tr>
</tbody>
</table>

19. This year, how often did the students in your target reading class demonstrate comprehension in the following ways? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Mark (X) EACH item.</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-2 times per month</th>
<th>1-3 times per month</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrote brief answers to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote extensive answers to questions</td>
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</tr>
<tr>
<td>Did a think-aloud or explained how they applied a skill or strategy</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Worked on a written literature extension project</td>
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</tr>
</tbody>
</table>

20. This year, how often did the students in your target reading class work on the following areas in written composition? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Mark (X) EACH item.</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-2 times per month</th>
<th>1-3 times per month</th>
<th>3-4 times per week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editing the capitalization, punctuation, or spelling of their own writing</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Editing the word use, grammar, or syntax of their own writing</td>
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</tr>
<tr>
<td>Revising their writing by working on elaborating and extending what they wrote</td>
<td></td>
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</tr>
<tr>
<td>Revising their writing by reorganizing or refining what they wrote</td>
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</tbody>
</table>

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53. Considering formal and informal professional development opportunities you had in reading/language arts this year, how much time and effort did you devote to the following? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Did not teach this subject</th>
<th>None</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing or studying reading/language arts curriculum materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my skills at doing miscue analysis</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Improving my skills at designing reading/language arts tasks for my students</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Improving my knowledge of phonetics</td>
<td></td>
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</tr>
<tr>
<td>Improving my knowledge of guided reading strategies that help students use context clues</td>
<td></td>
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</tr>
<tr>
<td>Improving my knowledge of the writing process</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Extending my knowledge about different ways to help students blend and segment sounds</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Extending my knowledge about different reading comprehension strategies such as KWL or reciprocal teaching</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

54. This school year, how often did you work with other faculty or staff on the following? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Never</th>
<th>1-2 times</th>
<th>3-5 times</th>
<th>6-10 times</th>
<th>More than 10 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifying standards for student learning through in-depth discussion and analysis of students’ classroom work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing thematic units or other approaches to integrating instruction across curricular areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examining or changing the scope or sequence of the coverage of specific curricular topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examining the alignment of curricular materials and student assessments at this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning how to set up and use particular instructional grouping strategies (e.g., cooperative grouping, multi-age grouping)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

55. This school year, how often did the following things occur? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Never</th>
<th>1-2 times</th>
<th>3-5 times</th>
<th>6-10 times</th>
<th>More than 10 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>I watched another teacher model instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Another teacher observed me teach and gave me feedback</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I watched another teacher teach and gave him or her feedback</td>
<td></td>
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</tr>
</tbody>
</table>
21. This year, how often did the students in your target reading class write... Mark (X) EACH item.

- Using only letter strings or words (with or without illustrations)
- An individual sentence or separate sentences (with or without illustrations)
- An individual paragraph or separate paragraphs
- Two or more connected paragraphs

22. This year, how often did your target reading class work on LISTENING COMPREHENSION using...

- Mark (X) EACH item.
- Informational text
- Chapter book

23. This year, how often did your target reading class work on READING COMPREHENSION using...

- Mark (X) EACH item.
- Informational text
- Narrative text with patterned or predictable language
- Narrative text with controlled vocabulary (sight words and/or easily sounded out)
- Short narrative text without any attempt to control vocabulary (literature-based or thematic)
- Chapter book
The next few questions draw upon your knowledge of language arts. We believe that the complex work of teaching requires teachers to draw upon a wide variety of knowledge and skills. This section will be used to help us understand how knowledge of specific areas of language arts influences instructional decisions.

24. Mrs. Jones, a third-grade teacher, has just completed an informal assessment of her students’ speed and accuracy in word recognition. She determines that three students are accurate in sounding out words but slow at reading text. This result is confirmed in a one-minute timed reading passage, on which all three students read less than 60 words per minute in grade-appropriate material. To help these students increase their reading fluency, what should Mrs. Jones do? Mark (X) EACH item.

- Engage the students in repeated readings of easy text passages.
- Teach the students which parts of a passage to skip, so that they can keep pace with their classmates.
- Read aloud to the students more frequently to increase interest and exposure to literature.
- Provide the student with high-interest library books and freedom to choose and read books of personal interest.

25. Ms. Thomas recently attended a professional seminar in which the facilitator discussed important considerations for instruction of “sight words.” He referred to these as the high-frequency words students encounter most often in their reading. In addition, the facilitator noted that these words are not spelled regularly and are therefore not easy for students to sound out by using common phonics rules.

Ms. Thomas offers to generate a list of these so-called “sight words” with the goal of finding words that are both high frequency and irregularly spelled. For each word below, consider whether it is high frequency and consider whether it is irregularly spelled.

<table>
<thead>
<tr>
<th>Part a. Mark (X) for each word.</th>
<th>Part b. Mark (X) for each word.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High frequency</strong></td>
<td><strong>Irregularly spelled</strong></td>
</tr>
<tr>
<td><strong>Low frequency</strong></td>
<td><strong>Regularly spelled</strong></td>
</tr>
<tr>
<td><strong>I'm not sure</strong></td>
<td><strong>I'm not sure</strong></td>
</tr>
<tr>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
</tr>
<tr>
<td>bear</td>
<td>bear</td>
</tr>
<tr>
<td>was</td>
<td>was</td>
</tr>
</tbody>
</table>

47. Did you participate in any of the following comprehensive and/or research based models of school reform this year? Mark (X) EACH item.
- Accelerated Schools Project
- America’s Choice
- Roots and Wings
- Success for All
- I participated in a school reform program that is not listed here (please specify)

48. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.

- There is a detailed plan for improving instruction in our school
- The steps for improving instruction are carefully staged and sequenced
- Steps that teachers should take to promote classroom improvement are clearly outlined
- Instructional goals for students are clearly defined
- My participation has exposed me to many examples of the kinds of student work the program is aiming for
- My participation has exposed me to many examples of the kinds of classroom teaching the program seeks to foster
- The staff of a comprehensive school reform program provided me with many useful ideas and resources for changing my classroom practices

49. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.

- I am capable of making the kinds of changes called for by the school improvement program
- The kinds of changes called for by the school improvement program are helping my students reach higher levels of achievement
- The school improvement program in this school requires me to make major changes in my classroom practice
- I strongly value the kinds of changes called for by the school improvement program
45. Mr. Allen found himself a bit confused one morning as he prepared to teach. Realizing that ten to the second power equals one hundred \((10^2 = 100)\), he puzzled about what power of 10 equals 1. He asked Ms. Berry, next door. What should she tell him? Mark (X) ONE answer.

- 0
- 1
- Ten cannot be raised to any power such that ten to that power equals 1.
- -1
- I'm not sure

46. Ms. Lawrence is making up word problems for her students. She wants to write a word problem for \(3 \div \frac{1}{2}\). Which word problem(s) can she include?
Mark (X) EACH item.

- Melissa has 3 pizzas and she wants to give half of them to her friend. How much pizza will her friend get?
  - No
  - I'm not sure
  - Yes

- Dan has 3 cups of chocolate chips. He wants to bake cookies, and each batch requires \(\frac{1}{2}\) cup of chocolate chips. How many batches of cookies can Dan make if he uses all of the chocolate chips?
  - No
  - I'm not sure
  - Yes

- Three friends each have half of a cookie. How many cookies would they have if they put them all together?
  - No
  - I'm not sure
  - Yes

26. **The Partridge and the Fowler**

A Fowler caught a Partridge and was about to kill it. The Partridge earnestly begged him to spare his life, saying, "Pray, master, permit me to live and I will entice many Partridges to you in recompense for your mercy to me." The Fowler replied, "I shall now with less scruple take your life, because you are willing to save it at the cost of betraying your friends and relations."

To assess his students' understanding of *The Partridge and the Fowler*, Mr. Hamada asks them to work in small groups to select a moral for this fable. He provides a list of possible morals. Which choices capture the meaning of this fable?
Mark (X) EACH item.

- Birds of a feather flock together.
  - Yes
  - No
  - I'm not sure

- One can not escape one's own evil deeds.
  - Yes
  - No
  - I'm not sure

- The gods help those that help themselves.
  - Yes
  - No
  - I'm not sure

- The hero is brave in deeds as well as words.
  - Yes
  - No
  - I'm not sure

Please continue on to page 12.
Mathematics Instruction

27. Do you teach mathematics as part of your assignment? Mark (X) ONE box.
   □ Yes - Continue with the questions in this "Mathematics Instruction" section
   □ No - Skip to "Instructional Improvement" section question 47 on page 19

This section asks a number of questions about your teaching of mathematics and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your "target math class." In order to determine your target math class, please answer the three questions below. Even if you taught mathematics to multiple groups of students this year, please refer only to your target math class when answering this section.

28a. Did you teach mathematics to more than one class of students each day (for example, you are a mathematics specialist)?
   □ Yes  □ No - Go to 28b.
   If yes, your target math class is the first class of the week to which you teach mathematics (e.g., the class you teach during the 1st period on Monday). Go to Question 29.

28b. Did you teach mathematics to several different groups of students who were periodically reassigned to a different mathematics teacher throughout this year?
   □ Yes  □ No - Go to 28c.
   If yes, your target math class is the group of students to whom you are currently teaching mathematics. Go to Question 29.

28c. Did you teach mathematics to only one class of students this year (e.g. you taught mathematics to a self-contained classroom)?
   □ Yes  □ No - Choose one class as your target class. Go to Question 29.
   If yes, your target math class is the group of students in that class. Go to question 29.

29. How many students are in your target math class?
   Print number of students in the boxes.
   □□ Students

30. How are the students in your target math class assigned to you? Mark (X) ONE box.
   □ All of the students in my target math class come from my self-contained classroom
   □ The students in my target math class come from two or more classrooms of the same grade in this school
   □ The students in my target math class come from two or more classrooms at different grade levels in this school

43. Ms. Wilson's class is working in groups to decompose 391 into hundreds, tens, ones, and tenths. As she walks around, she sees groups have arrived at very different answers. Which of the following ways to represent 391 should she accept as correct? Mark (X) EACH item.
   - 2 hundreds + 19 tens + 1 one
   - 3 hundreds + 9 tens + 10 tenths
   - 39 tens + 1 one

44. During a district mathematics workshop, one of the course leaders, Mr. Linden, gave the participating teachers a particularly challenging problem:

   Mr. Linden asked: "If we were to group by sixes instead of by tens, how would we write the number 72? More specifically, how would you write 72 in base six?"

   He got the following answers: 12, 200, 20, and 120. Which answer is correct?
   Mark (X) ONE answer.
   □ 12
   □ 200
   □ 20
   □ 120
   □ I'm not sure
40. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

- Listen to me present the definition for a term or the steps of a procedure
- Perform tasks requiring methods or ideas already introduced to students
- Assess a problem and choose a method to use from those already introduced to the students
- Perform tasks requiring methods or ideas not already introduced to the students
- Explain an answer or a solution method for a particular problem
- Analyze similarities and differences among representations, solutions, or methods
- Prove that a method works for all similar cases

41. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

- Work on mathematics problems that have multiple answers or solution methods
- Discuss mathematics ideas, problems, solutions, or methods
- Write extended explanations of mathematical ideas, solutions, or methods
- Work on a mathematics investigation, problem, or project for several days

42. We are interested in the mathematics curriculum materials you use most often in your classroom this school year. In the space provided, please write the name and/or publisher of the materials you use most often in your mathematics teaching (for example, Investigations, Addison Wesley Scott Foresman, Success for All Mathematics). (Please print clearly.)

43. How does the mathematics performance of your target math class compare to the national average of students in the grade you checked in question 32? Mark (X) ONE box.

- It is well below the national average
- It is slightly below the national average
- It is close to the national average
- It is slightly above the national average
- It is well above the national average

44. To what extent do you agree or disagree with the following statements about your target math class? Mark (X) EACH item.

- Most of the students in my target math class can learn what I am supposed to teach them
- By trying different methods, I can significantly affect my students’ achievement level
- I feel a great deal of satisfaction when students in my target math class learn what I am supposed to teach them

45. We are interested in the mathematics curriculum materials you use most often in your classroom this school year. In the space provided, please write the name and/or publisher of the materials you use most often in your mathematics teaching (for example, Investigations, Addison Wesley Scott Foresman, Success for All Mathematics). (Please print clearly.)
35. On a typical day, how many minutes do you teach mathematics to your target math class?  
Print number of minutes in the boxes.  


Minutes

36. When teaching your target math class, how often do you use the following approaches to group students for instruction?  
Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Approach</th>
<th>Never or rarely</th>
<th>A few times a month</th>
<th>A few times a week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class grouping (e.g., all students are taught the same thing at the same time)</td>
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<td>Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.)</td>
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<td>Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)</td>
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</table>

37. How frequently did your instruction focus on each of the following:  
Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Never</th>
<th>Less than once a month</th>
<th>1-3 times per month</th>
<th>1-2 times per week</th>
<th>3-4 times per week</th>
<th>Every day</th>
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<tbody>
<tr>
<td>Only whole numbers 0-20</td>
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<tr>
<td>Whole numbers 0-100</td>
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<td>Whole numbers &gt;100</td>
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</table>

38. For how many lessons were the following topics a PRIMARY FOCUS of instruction for your target math class this year?  
Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Did not teach this topic</th>
<th>1-2 lessons</th>
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<tbody>
<tr>
<td>Counting</td>
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<td>Number concepts with whole numbers</td>
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<tr>
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<tr>
<td>Geometry or spatial sense</td>
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<tr>
<td>Measurement</td>
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<tr>
<td>Creating or using tables, tallies, graphs or charts</td>
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</tbody>
</table>

39. This year, how often were each of the following topics in operations a PRIMARY FOCUS of instruction with your target math class?  
Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Did not teach this topic</th>
<th>1-2 lessons</th>
<th>3-5 lessons</th>
<th>6-10 lessons</th>
<th>11-15 lessons</th>
<th>More than 15 lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>The meaning or properties of an operation</td>
<td></td>
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<tr>
<td>Methods or strategies for finding answers to basic facts</td>
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<tr>
<td>Practicing basic facts for speed or accuracy</td>
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<tr>
<td>Why a conventional computational procedure works</td>
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<tr>
<td>How to carry out the steps of a conventional computational procedure</td>
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<tr>
<td>Practicing computational procedures for speed, accuracy, or ease of use</td>
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<tr>
<td>Developing transitional, alternative, or non-conventional methods for doing computation</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Applying basic facts or computation to solve word problems</td>
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<tr>
<td>Estimating the answer to a computation problem</td>
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</tbody>
</table>
35. On a typical day, how many minutes do you teach mathematics to your target math class? Print number of minutes in the boxes.

<table>
<thead>
<tr>
<th>Minutes</th>
</tr>
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</table>

36. When teaching your target math class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Approach</th>
<th>Rarely or never</th>
<th>A few times a month</th>
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This questionnaire is designed to measure instruction across all elementary school grades. Therefore, some of the questions that ask about instruction in the next section may not apply to the grade you teach. The questions in this section contain “Never” and “Did not teach this topic” categories which allow you to indicate that a particular teaching practice or classroom activity does not apply to your situation.

37. How frequently did your instruction focus on each of the following: Mark (X) EACH item.

<table>
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<tr>
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<td>Practicing basic facts for speed or accuracy</td>
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<td>How to carry out the steps of a conventional computational procedure</td>
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<td>Practicing computational procedures for speed, accuracy, or ease of use</td>
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<td>Developing transitional, alternative, or non-conventional methods for doing computation</td>
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<td>Applying basic facts or computation to solve word problems</td>
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<td>Estimating the answer to a computation problem</td>
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40. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

- Listen to me present the definition for a term or the steps of a procedure
- Perform tasks requiring methods or ideas already introduced to students
- Assess a problem and choose a method to use from those already introduced to the students
- Perform tasks requiring methods or ideas not already introduced to the students
- Explain an answer or a solution method for a particular problem
- Analyze similarities and differences among representations, solutions, or methods
- Prove that a method works for all similar cases

41. This year, how often did the students in your target math class do the following? Mark (X) EACH item.

- Work on mathematics problems that have multiple answers or solution methods
- Discuss mathematics ideas, problems, solutions, or methods
- Write extended explanations of mathematical ideas, solutions, or methods
- Work on a mathematics investigation, problem, or project for several days

42. We are interested in the mathematics curriculum materials you use most often in your classroom this school year. In the space provided, please write the name and/or publisher of the materials you use most often in your mathematics teaching (for example, Investigations, Addison Wesley Scott Foresman, Success for All Mathematics). (Please print clearly.)

43. How often does the group of students to whom you teach mathematics change? Mark (X) ONE box.

- I teach the same group of students for more than one academic year
- I teach the same group of students for an entire school year
- The group of students I teach changes one or two times during the school year
- The group of students I teach changes every six to eight weeks
- The group of students I teach changes once or twice a month

43. What is the grade level of the majority of the students in your target math class? Mark (X) ONE box.

- Pre-K
- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th

44. How does the mathematics performance of your target math class compare to the national average of students in the grade you checked in question 32? Mark (X) ONE box.

- It is well below the national average
- It is slightly below the national average
- It is close to the national average
- It is slightly above the national average
- It is well above the national average

45. To what extent do you agree or disagree with the following statements about your target math class? Mark (X) EACH item.

- Most of the students in my target math class can learn what I am supposed to teach them
- By trying different methods, I can significantly affect my students’ achievement level
- I feel a great deal of satisfaction when students in my target math class learn what I am supposed to teach them
Mathematics Instruction

27. Do you teach mathematics as part of your assignment? Mark (X) ONE box.
- Yes - Continue with the questions in this “Mathematics Instruction” section
- No - Skip to “Instructional Improvement” section question 47 on page 19

This section asks a number of questions about your teaching of mathematics and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your “target math class.” In order to determine your target math class, please answer the three questions below. Even if you taught mathematics to multiple groups of students this year, please refer only to your target math class when answering this section.

28a. Did you teach mathematics to more than one class of students each day (for example, you are a mathematics specialist)?
- Yes
- No - Go to 28b.

If yes, your target math class is the first class of the week to which you teach mathematics (e.g., the class you teach during the 1st period on Monday). Go to Question 29.

28b. Did you teach mathematics to several different groups of students who were periodically reassigned to a different mathematics teacher throughout this year?
- Yes
- No - Go to 28c.

If yes, your target math class is the group of students to whom you are currently teaching mathematics. Go to Question 29.

28c. Did you teach mathematics to only one class of students this year (e.g., you taught mathematics to a self-contained classroom)?
- Yes
- No - Choose one class as your target class. Go to Question 29.

If yes, your target math class is the group of students in that class. Go to question 29.

29. How many students are in your target math class?
Print number of students in the boxes.

Students

30. How are the students in your target math class assigned to you? Mark (X) ONE box.
- All of the students in my target math class come from my self-contained classroom
- The students in my target math class come from two or more classrooms of the same grade in this school
- The students in my target math class come from two or more classrooms at different grade levels in this school

43. Ms. Wilson's class is working in groups to decompose 391 into hundreds, tens, ones, and tenths. As she walks around, she sees groups have arrived at very different answers. Which of the following ways to represent 391 should she accept as correct? Mark (X) EACH item.

- Yes
- No
- I'm not sure

2 hundreds + 19 tens + 1 one
3 hundreds + 9 tens + 10 tenths
39 tens + 1 one

44. During a district mathematics workshop, one of the course leaders, Mr. Linden, gave the participating teachers a particularly challenging problem:

Mr. Linden asked: “If we were to group by sixes instead of by tens, how would we write the number 72? More specifically, how would you write 72 in base six?”

He got the following answers: 12, 200, 20, and 120. Which answer is correct? Mark (X) ONE answer.

- 12
- 200
- 20
- 120
- I'm not sure
45. Mr. Allen found himself a bit confused one morning as he prepared to teach. Realizing that ten to the second power equals one hundred \((10^2 = 100)\), he puzzled about what power of 10 equals 1. He asked Ms. Berry, next door. What should she tell him? Mark (X) ONE answer.

- 0
- 1
- Ten cannot be raised to any power such that ten to that power equals 1.
- -1
- I'm not sure

46. Ms. Lawrence is making up word problems for her students. She wants to write a word problem for \(3 \div \frac{1}{2}\). Which word problem(s) can she include? Mark (X) EACH item.

- Melissa has 3 pizzas and she wants to give half of them to her friend. How much pizza will her friend get?
- Dan has 3 cups of chocolate chips. He wants to bake cookies, and each batch requires \(\frac{1}{2}\) cup of chocolate chips. How many batches of cookies can Dan make if he uses all of the chocolate chips?
- Three friends each have half of a cookie. How many cookies would they have if they put them all together?

To assess his students' understanding of *The Partridge and the Fowler*, Mr. Hamada asks them to work in small groups to select a moral for this fable. He provides a list of possible morals. Which choices capture the meaning of this fable? Mark (X) EACH item.

- Yes
- No
- I'm not sure

- Birds of a feather flock together.
- One can not escape one’s own evil deeds.
- The gods help those that help themselves.
- The hero is brave in deeds as well as words.

Please continue on to page 12.
Questions in this section ask about efforts to improve instruction in your school. When answering these questions, please consider all of the instructional improvement efforts in which your school is involved. We refer to such efforts as the "school improvement program."

47. Did you participate in any of the following comprehensive and/or research based models of school reform this year? Mark (X) EACH item.
- Accelerated Schools Project
- America’s Choice
- Roots and Wings
- Success for All
- I participated in a school reform program that is not listed here (please specify)

48. How much do you agree or disagree with the following statements about the school improvement program in your school? Mark (X) EACH item.
- There is a detailed plan for improving instruction in our school
- The steps for improving instruction are carefully staged and sequenced
- Steps that teachers should take to promote classroom improvement are clearly outlined
- Instructional goals for students are clearly defined
- My participation has exposed me to many examples of the kinds of student work the program is aiming for
- My participation has exposed me to many examples of the kinds of classroom teaching the program seeks to foster
- The staff of a comprehensive school reform program provided me with many useful ideas and resources for changing my classroom practices

24. Mrs. Jones, a third-grade teacher, has just completed an informal assessment of her students’ speed and accuracy in word recognition. She determines that three students are accurate in sounding out words but slow at reading text. This result is confirmed in a one-minute timed reading passage, on which all three students read less than 60 words per minute in grade-appropriate material. To help these students increase their reading fluency, what should Mrs. Jones do?
Mark (X) EACH item.
- Engage the students in repeated readings of easy text passages.
- Teach the students which parts of a passage to skip, so that they can keep pace with their classmates.
- Read aloud to the students more frequently to increase interest and exposure to literature.
- Provide the student with high-interest library books and freedom to choose and read books of personal interest.

25. Ms. Thomas recently attended a professional seminar in which the facilitator discussed important considerations for instruction of “sight words.” He referred to these as the high-frequency words students encounter most often in their reading. In addition, the facilitator noted that these words are not spelled regularly and are therefore not easy for students to sound out by using common phonics rules.

Ms. Thomas offers to generate a list of these so-called “sight words” with the goal of finding words that are both high frequency and irregularly spelled. For each word below, consider whether it is high frequency and consider whether it is irregularly spelled.

Part a. Mark (X) for each word.
Part b. Mark (X) for each word.

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<thead>
<tr>
<th>Word</th>
<th>High Frequency</th>
<th>Low Frequency</th>
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<tr>
<th>Word</th>
<th>Irregularly Spelled</th>
<th>Regularly Spelled</th>
<th>I’m not sure</th>
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</table>
21. This year, how often did the students in your target reading class write... Mark (X) EACH item.

Using only letter strings or words (with or without illustrations)

An individual sentence or separate sentences (with or without illustrations)

An individual paragraph or separate paragraphs

Two or more connected paragraphs

22. This year, how often did your target reading class work on LISTENING COMPREHENSION using...

Mark (X) EACH item.

Informational text

Chapter book

23. This year, how often did your target reading class work on READING COMPREHENSION using...

Mark (X) EACH item.

Informational text

Narrative text with patterned or predictable language

Narrative text with controlled vocabulary (sight words and/or easily sounded out)

Short narrative text without any attempt to control vocabulary (literature-based or thematic)

Chapter book
18. This year, how often did the students in your target reading class work on the following areas in written composition? Mark (X) EACH item.
- Activating prior knowledge or making personal connections to text
- Students generating their own questions
- Summarizing important or critical details
- Analyzing or evaluating text
- Examining literary techniques
- Identifying the author's purpose
- Using concept maps, story maps, or text structure frames
- Answering questions that have answers directly stated in the text
- Answering questions that require inferences

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19. This year, how often did the students in your target reading class demonstrate comprehension in the following ways? Mark (X) EACH item.
- Wrote brief answers to questions
- Wrote extensive answers to questions
- Did a think-aloud or explained how they applied a skill or strategy
- Worked on a written literature extension project

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<td>Wrote brief answers to questions</td>
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20. This year, how often did the students in your target reading class work on the following areas in written composition? Mark (X) EACH item.
- Editing the capitalization, punctuation, or spelling of their own writing
- Editing the word use, grammar, or syntax of their own writing
- Revising their writing by working on elaborating and extending what they wrote
- Revising their writing by reorganizing or refining what they wrote

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21. How often were the following comprehension topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.
- Activating prior knowledge or making personal connections to text
- Students generating their own questions
- Summarizing important or critical details
- Analyzing or evaluating text
- Examining literary techniques
- Identifying the author's purpose
- Using concept maps, story maps, or text structure frames
- Answering questions that have answers directly stated in the text
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53. Considering formal and informal professional development opportunities you had in reading/language arts this year, how much time and effort did you devote to the following? Mark (X) EACH item.
- Analyzing or studying reading/language arts curriculum materials
- Improving my skills at doing miscue analysis
- Improving my skills at designing reading/language arts tasks for my students
- Improving my knowledge of phonetics
- Improving my knowledge of guided reading strategies that help students use context clues
- Improving my knowledge of the writing process
- Extending my knowledge about different ways to help students blend and segment sounds
- Extending my knowledge about different reading comprehension strategies such as KWL or reciprocal teaching

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54. This school year, how often did you work with other faculty or staff on the following? Mark (X) EACH item.
- Clarifying standards for student learning through in-depth discussion and analysis of students' classroom work
- Developing thematic units or other approaches to integrating instruction across curricular areas
- Examining or changing the scope or sequence of the coverage of specific curricular topics
- Examining the alignment of curricular materials and student assessments at this school
- Learning how to set up and use particular instructional grouping strategies (e.g., cooperative grouping, multi-age grouping)

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55. This school year, how often did the following things occur? Mark (X) EACH item.
- I watched another teacher model instruction
- Another teacher observed me teach and gave me feedback
- I watched another teacher teach and gave him or her feedback

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56. This school year, how often did the following things occur? Mark (X) EACH item.

I watched an instructional leader (e.g., coach, coordinator, or facilitator) model instruction

An instructional leader observed me teach and gave me feedback about improving my teaching techniques

An instructional leader (e.g., coach, coordinator, or facilitator) observed me teach and gave me feedback about my use of curriculum materials

An instructional leader studied my students’ work and commented on ways I could improve their learning of subject matter

57. To what extent do you agree or disagree with the following statements about your learning experiences this year? Please consider both formal (e.g., staff development) and informal (e.g., conferring with a colleague) learning experiences. Mark (X) EACH item.

My learning experiences this year...

Gave me many opportunities to work on aspects of my teaching that I am trying to develop

Provided me with knowledge or information that is very useful to me in the classroom

Were coherently related to each other

Allowed me to focus on a problem over an extended period of time

Focused on too many topics

Provided me with useful feedback about my teaching

Made me pay closer attention to particular things I was doing in the classroom

Led me to seek out additional information from other teachers, an instructional leader, or some other source

Led me to think about an aspect of my teaching in a new way

Led me to try new things in the classroom

This questionnaire is designed to measure instruction across all elementary school grades. Therefore, some of the questions that ask about instruction in the next section may not apply to the grade you teach. The questions in this section contain a “Never” category which allows you to indicate that a particular teaching practice or classroom activity does not apply to your situation.

16. How often were the following topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

Word Analysis (e.g., decoding, word families, context cues, sight words)

Reading fluency (e.g., repeated readings, guided oral reading)

Listening Comprehension

Reading Comprehension

Grammar

Spelling

Written composition (e.g., writing sentences, paragraphs, stories)

17. How often were the following topics a PRIMARY FOCUS of instruction for your target reading class this year? Mark (X) EACH item.

Using phonics-based or letter-sound relationships to read words in sentences

Using context, pictures, and/or sentence meaning and structure to read words

Sound blending

Sound segmenting such as writing the individual sounds students hear in words

Common sight word recognition
11. What is the grade level of the majority of the students in your target reading class? Mark (X) ONE box.

☐ Pre-K  ☐ K  ☐ 1st  ☐ 2nd  ☐ 3rd  ☐ 4th  ☐ 5th  ☐ 6th  ☐ 7th  ☐ 8th

12. How does the reading comprehension performance of your target reading class compare to the national average of students in the grade you checked in question 11? Mark (X) ONE box.

☐ It is well below the national average
☐ It is slightly below the national average
☐ It is close to the national average
☐ It is slightly above the national average
☐ It is well above the national average

13. To what extent do you agree or disagree with the following statements about your target reading class? Mark (X) EACH item.

Most of the students in my target reading class can learn what I am supposed to teach them
☐ Strongly Disagree  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6  ☐ Strongly Agree

By trying different methods, I can significantly affect my students’ achievement level
☐ Strongly Disagree  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6  ☐ Strongly Agree

I feel a great deal of satisfaction when students in my target reading class learn what I am supposed to teach them
☐ Strongly Disagree  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6  ☐ Strongly Agree

14. On a typical day, how many minutes do you teach reading/language arts to your target reading class?

Print number of minutes in the boxes.

☐ ☐ Minutes

15. When teaching your target reading class, how often do you use the following approaches to group students for instruction? Mark (X) EACH item.

Whole class grouping (e.g., all students are taught the same thing at the same time)
☐ Rarely or never  ☐ A few times a month  ☐ A few times a week  ☐ Every day

Ability or achievement grouping (e.g., the most proficient readers are in one group, the next most proficient are in a second group, and the rest are in a third group)
☐ Rarely or never  ☐ A few times a month  ☐ A few times a week  ☐ Every day

Mixed ability grouping (e.g., students are grouped according to interest/genre, cooperative-learning groups, etc.)
☐ Rarely or never  ☐ A few times a month  ☐ A few times a week  ☐ Every day

Individualized instruction (e.g., students work individually on learning assignments specifically tailored to their achievement or interest)
☐ Rarely or never  ☐ A few times a month  ☐ A few times a week  ☐ Every day

16. On a typical day, how many minutes do you teach reading/language arts to your target reading class?

Print number of minutes in the boxes.

☐ ☐ Minutes

Your Background

58. Are you: Mark (X) ONE box.

☐ Female
☐ Male

59. Are you: Mark (X) ONE box.

☐ Hispanic, regardless of race
☐ Black, not of Hispanic origin
☐ White, not of Hispanic origin
☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native
☐ Biracial/Multiethnic
☐ Other (please specify) ________________

60. Which best describes your employment status in this school system? Mark (X) ONE box.

☐ Regular full-time teaching appointment
☐ Regular part-time teaching appointment
☐ Permanent substitute teaching appointment
☐ Other (please specify) ________________

61. Which best describes your MAIN teaching assignment? Mark (X) ONE box.

☐ Self-contained classroom teacher
  (i.e., you teach all core subjects: math, reading, language arts, science, social studies, etc.)
☐ Specialist teacher
  Mark below your primary subject area assignment this year. Mark (X) ONE box.

☐ English as a Second Language
☐ Fine Arts (Art, Music, Drama, etc.)
☐ Language Arts
☐ Mathematics
☐ Physical Education
☐ Reading Specialist
☐ Science
☐ Special Education
☐ Social Studies, History, Government
☐ Speech, Communication
☐ Writing Specialist
☐ Other (please specify) ________________

Your Background

8265350043826535004382653500438265350043
62. How many years have you worked as a teacher? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

[ ] Number of years

63. How many years have you taught at THIS school? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

[ ] Number of years

64. What was your undergraduate major field of study? Mark (X) ONE box.

☐ Do not have an undergraduate degree

☐ Education

☐ English

☐ Social or Behavioral Sciences (economics, history, sociology, psychology)

☐ Foreign Language

☐ Mathematics

☐ Natural/Physical Sciences

☐ Other (please specify) ________________________________

65. What was your major field of study for your highest graduate degree? (For example, masters degree or Ph.D.) Mark (X) ONE box.

☐ Do not have a graduate degree

☐ Education

☐ English

☐ Social or Behavioral Sciences (economics, history, sociology, psychology)

☐ Foreign Language

☐ Mathematics

☐ Natural/Physical Sciences

☐ Other (please specify) ________________________________

66. What type of teaching certification do you hold from the state you teach? Mark (X) ALL that apply.

☐ Permanent or standard certification

☐ Probationary certification

☐ Temporary, provisional, or emergency certification

☐ Alternative certification

☐ Not certified

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### Reading/Language Arts Instruction

6. Do you teach reading as part of your assignment? Mark (X) ONE box.

- Yes - Continue with the questions in this “Reading/Language Arts Instruction” section
- No - Skip to the “Mathematics Instruction” section question 27 on page 12

This section asks a number of questions about your teaching of reading/language arts and about the students you teach. When answering these questions, we would like you to refer to a single group of students we will call your “target reading class.” In order to determine your target reading class, please answer the three questions below. Even if you taught reading/language arts to multiple groups of students this year, please refer only to your target reading class when answering this section.

7a. Did you teach reading to more than one group of students each day (for example, you are a reading specialist)?

☐ Yes

☐ No - Go to 7b.

7b. Did you teach reading to several different groups of students who were periodically reassigned to a different reading teacher throughout this year?

☐ Yes

☐ No - Go to 7c.

7c. Did you teach reading to only one class of students this year (e.g. you taught reading to a self-contained classroom)?

☐ Yes

☐ No - Choose one class as your target reading class. Go to Question 8

If yes, your target reading class is the first class of the week to which you teach reading (e.g., the class you teach during the 1st period on Monday). Go to Question 8.

If yes, your target reading class is the group of students to whom you are currently teaching reading. Go to Question 8.

If yes, your target reading class is the group of students in that class. Go to question 8.

8. How many students are in your target reading class? Print number of students in the boxes.

[ ] Students

9. How are the students in your target reading class assigned to you? Mark (X) ONE box.

- All of the students in my reading class come from my self-contained classroom
- The students in my reading class come from two or more classrooms of the same grade in this school
- The students in my reading class come from two or more classrooms at different grade levels in this school

10. How often does the group of students to whom you teach reading change? Mark (X) ONE box.

- I teach the same group of students for more than one academic year
- I teach the same group of students for an entire school year
- The group of students I teach changes one or two times during the school year
- The group of students I teach changes every six to eight weeks
- The group of students I teach changes once or twice a month
3. Please indicate the extent to which you agree or disagree with the following statements. Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies about how I should teach are often contradictory</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I often have difficulty choosing what to do in my classroom out of all the options I hear about</td>
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<tr>
<td>Out of all the information about teaching I receive, I am often unsure about how to prioritize things</td>
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<td></td>
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<tr>
<td>Overall, the instructional policies I am supposed to follow in my classroom seem inconsistent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Please indicate the extent to which you agree or disagree with the following statements. Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have detailed knowledge of the content covered and instructional methods used by other teachers at this school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I begin working with a new group of students, I have detailed knowledge of what those students learned previously</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>It's easy for other teachers in this school to know what students learned in my class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I frequently plan and coordinate instruction with my students' other teachers</td>
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</tr>
<tr>
<td>In this school, teachers who work with students at the same achievement level use similar methods and cover the same content</td>
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<tr>
<td>Students at this school are expected to master the content they are working on before moving to new topics</td>
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</tr>
</tbody>
</table>

5. Please estimate the percentage of students in your classes who are: Mark (X) EACH item.

| Limited English Proficient (LEP) or use English as a Second Language (ESL) |
|----------------------------------|------------------------------|
| Under 5% | 5-10% | 11-24% | 25-50% | 51-75% | 76% or more |
| Severe emotionally impaired or behaviorally disordered |
| Learning Disabled or Mentally Impaired |

6. About how many undergraduate or graduate level classes have you taken at a college or university in the following areas? Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or a related language arts field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of teaching reading, English, and/or language arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of teaching mathematics</td>
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</tbody>
</table>

6. Over the past 5 years, about how many days of non-university based professional development programming have you had that covered curriculum, assessment, teaching, strategies, and ways students learn in the field of: Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/language arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for taking the time to complete this questionnaire. We greatly appreciate your contribution to the study.

If there is anything else you would like to tell us about this study, or about your work in this school, please enter your comments here.

Comments:
1. Please indicate the extent to which you agree or disagree with the following statements about the school in which you work. Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school respect colleagues who are expert in their craft</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in this school trust each other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in this school really care about each other</td>
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<tr>
<td>Teachers respect other teachers who take the lead in school improvement efforts</td>
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<tr>
<td>Many teachers openly express their professional views at faculty meetings</td>
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<td></td>
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<tr>
<td>Teachers in this school are willing to question one another's views on issues of teaching and learning</td>
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<tr>
<td>We do a good job of talking through views, opinions, and values</td>
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<tr>
<td>Teachers are expected to continually learn and seek out new ideas in this school</td>
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<tr>
<td>Teachers are encouraged to experiment in their classrooms in this school</td>
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<td></td>
<td></td>
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<tr>
<td>Teachers are encouraged to take risks in order to improve their teaching</td>
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</tr>
<tr>
<td>Teachers in this school expect students to complete every assignment</td>
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<tr>
<td>Teachers in this school encourage students to keep trying even when the work is challenging</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teachers in this school set high expectations for academic work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in this school think it's important that all students do well in their classes</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2. How many teachers in this school:
Mark (X) EACH item.

<table>
<thead>
<tr>
<th>Task</th>
<th>None</th>
<th>Less than half</th>
<th>About half</th>
<th>Most</th>
<th>Nearly All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take responsibility for helping one another do well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help maintain positive student behavior in the entire school</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Take responsibility for improving the overall quality of teaching in the school</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Marking Instructions

Please use a No. 2 pencil only
Erase unwanted marks completely
Make no stray marks
Mark only one response to a question, unless other directions are given

Correct Marks: ❌
Incorrect Marks: ☑️ ☐ ☐

Place barcode label here

This page was intentionally left blank.
Thank you for taking the time to complete this questionnaire.

We greatly appreciate your contribution to the study.

Please place this questionnaire in the postage paid envelope provided and mail to the address on the envelope.

This questionnaire is for all teachers in the school. We are interested in learning about teachers’ work both in and out of the classroom and their involvement in school improvement efforts.

Your responses are voluntary and confidential. If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual teachers or their schools will be identified in any published reports.

The Study of Instructional Improvement
Institute for Social Research
University of Michigan
426 Thompson Street - EP Room 314
Ann Arbor, MI 48106-1248

If you have any questions, please feel free to call our toll-free number at: 1-877-397-2374

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